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# THIRD INTERNATIONAL ASDAL CONFERENCE TO BE HELD IN ARGENTINA JUNE 26-30, 2002

By Cynthia Mae Helms

Argentina, the “Land of Silver” and the “home of the world’s tallest mountains, expansive deserts, and impressive waterfalls” is the site of ASDAL’s 22<sup>nd</sup> annual conference, Wednesday, June 26-Sunday, June 30, 2002. Universidad Adventista del Plata (UAP) in Libertador San Martin with Hernan Hammerly as the onsite coordinator will shower us with Argentine hospitality as we focus on the theme “Shaping Adventist Librarianship in the 21<sup>st</sup> Century.” Do not miss this opportunity to meet in a country outside North America and renew old friendships, see new faces, and return home with new ideas!

## Schedule

Let me share with you the plans at this point. Since most of us will be landing in Buenos Aires on Tuesday, we will start the conference on Wednesday with a tour of Buenos Aires. The final destination will be UAP. Thursday and Sunday are scheduled for business meetings, presentations, and reports. Adventist Resources on Friday will be open to all attendees. A denominational tour is being planned for Sabbath afternoon. The conference will end with a banquet on Sunday evening.

## Activities

The call for papers was on the ASDAL web site and in the SDA-Librarian listserv. Thanks to those who sent their proposals by the Sept. 30 deadline. Even if you are not presenting, you can be an active participant in other activities such as “Swap Shop” and “Posters and Exhibits” which will be available throughout the conference.

This how the “Swap Shop” works. A place will be provided for trading materials with other libraries. Bring pathfinders, handouts, brochures, bookmarks, and any other type of publicity and educational materials from your library and leave them on the desks provided. In return, you may pick up what others have brought. This is an excellent way of getting samples and ideas from other libraries.

Space will be provided for people to set up “Posters and Exhibits.” A poster is a professional, scholarly presentation in visual form which requires the presenter to be by his/her poster to make brief, oral presentations or to answer questions. Examples of posters in other library conferences were how to conduct effective meetings and how the institution

delivers distance education to their sites.

Exhibits, on the other hand, are informal visual displays of library materials, activities, photos, etc. which are informative in nature. Examples of these were done in previous ASDAL conferences: displays of hand-written Russian Bibles at the Newbold conference, and photos of the Latin American librarians’ meeting displayed at the Mexico conference.

Watch the ASDAL web site for proposal forms and detailed instructions. The deadline for submitting entries for posters and exhibits is Dec. 31, 2001. We will need your name, position, institution, contact information, title of poster or exhibit, and abstract.

## Cost

Here are estimated expenses based on the following assumptions: This is a per person cost. ASDAL members will begin Wednesday morning with the opening ceremony in Buenos Aires and will participate in the tour that ends in the University. They will spend five nights in a shared hotel room with private bathroom facilities and breakfast included. They will participate in the Sabbath afternoon denominational tour and will leave Libertador on Monday morning. Meals will be purchased in the University or Hospital cafeteria or in local restaurants except for those days when meals are a part of the tours.

Registration by May 10	\$50
Registration after May 10	\$60
Non-member registration	\$60
Student/retiree registration	\$30
Banquet for guest	\$15
Hotel 5 nights	\$88-112
Meals	\$42-82
Buenos Aires tour	\$35-50
Denominational tour	\$8-10
Other local tours	\$7

## Tours

The Buenos Aires tour includes two meals and the trip to Libertador. The denominational tour includes one dinner. Hammerly is organizing the tours that are in conjunction with the ASDAL Conference. Please see the separate article written by Keith Clouten regarding the tours he is conducting.

## Information

Check the ASDAL web site for changes and updated information. Here are a few recommended web sites in Spanish:

River Plate University [www.uapar.edu](http://www.uapar.edu)  
E.I. Mohr Library <http://biblioteca.uapar.edu>

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## EXPERIENCING SOUTH AMERICA: SOME FREQUENTLY ASKED QUESTIONS

By Keith Clouten

For anyone planning to attend the 22<sup>nd</sup> annual ASDAL Conference in Argentina next summer, there is a unique opportunity to do some traveling in South America for eleven days right after the conference. Details of the “South American Experience” tour program were mailed to ASDAL members early in September, and by mid-October a dozen librarians have booked a place on the tour. In addition, more than twenty other people—call them “non-librarians” if you like—have reserved space on the tour leaving a few empty places which will be reserved for ASDAL members until November 1.

Here are some questions and answers that the tour brochure did not tell you.

### Q: Is July a good time to visit South America?

A: South America is a big continent, especially from north to south, so of course there are vast seasonal differences. Moreover, the height of the Andes, rising to over 10,000 feet—has a major effect on climate. The northern half of the continent lies within the tropics, but most of Argentina resides south of the Tropic of Capricorn. So what can we expect for weather in late June and July?

- At Buenos Aires and the area around River Plate University it is mid-winter in latitudes that are equivalent to South Carolina in the north. Be prepared for cool to mild weather, with frosty nights and the possibility of rain.
- Iguazu Falls is equivalent to southern Florida in latitude, so this is the best time to visit it. The Falls is normally at its best in July. Expect to see lots of visitors enjoying the spectacular sights.
- Bolivia and Peru are in the tropics, but the high altitude means cool or cold nights and generally pleasant days. July is also high tourist season here.

### Q: How will I cope with high altitudes in Bolivia and Peru, exceeding 12,000 feet in some places?

A: High altitudes affect people differently, so do check with your physician if you have heart or lung problems. Dr. Charles Teel of La Sierra University, who conducts tours to the Andes every summer, uses and recommends a specific medication that helps visitors to get acclimatized quickly.

### Q: What are the “others” doing and seeing while we librarians are attending the conference?

A: The “Safari” tour for non-librarians includes extra time in Buenos Aires including a full-day visit to a ranch outside the city, then a tour up the Uruguay River valley to see the Yatay Palms National Park and visit the historic palace of General Urquiza. During the weekend this group will be staying near River Plate University, with sight-seeing in Parana and Sante Fe on Sunday. On Monday everyone flies north to Iguazu.

### Q: Should I be concerned about safety and security in South America?

A: You should be concerned about safety and security wherever you travel, even in your home community. In relation to recent terrorist events, South America is considered to be a safe destination, and the tour will be led by experienced guides who specialize in welcoming Americans to their part of the world. They will not take us to areas where security is at risk. We do recommend trip cancellation insurance and as I write this, we are checking policies of several travel insurance companies.

For more information, contact Keith Clouten.

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## LETTER FROM ASDAL'S FIRST PRESIDENT

By Larry Onsager

*This letter was read at ASDAL's twentieth anniversary conference.*

I have always believed that communication between the Adventist college and university librarians could only strengthen their ability to serve faculty, staff, and students. I am very proud to have been your first president.

Looking at your web site and thinking about the first steps we took twenty years ago to get this organization started, I feel like my efforts were puny compared to what you are doing today. Writing a constitution and bylaws seems very pedestrian compared to work you are doing in consortium buying, distance education, and international cooperation.

Twenty years ago, Kathy Dunn and I had just written an article for *The Journal of Adventist Education*, "Will Computers Revolutionize College Libraries?" In the article we discussed the use of OCLC for shared cataloging and sharing resources using the Interlibrary Loan Subsystem. OCLC was developing a system for online check-in of periodicals. We stated, "As computer costs go down and labor costs increase, it is likely that even small academic libraries will have automated circulation systems."

For the future, we discussed the online catalog as "one of the payoffs" for small academic libraries. Telefacsimile promised to further revolutionize interlibrary loan operations depending on how the technology developed. We projected electronic mail as another means of transmitting documents "that may be used extensively" in the future. Reference sources were projected as "the materials most likely to disappear in printed form."

Our conclusion was that "small academic libraries can best increase their efficiency and service by participating in library computer networks. Indeed, in order for small academic libraries to progress into the future as viable entities, capable of supporting the academic programs of their mother institutions, they must become participants in computerized library networks."

Today, the Internet has provided us with a computerized network beyond anything we could have dreamed about at that time. I am excited to again be involved in Adventist libraries and look forward to integrating future technologies into our libraries.

Today, as I look at the future, I realize what a wonderful time it is to be working in a library. At my current library, we had been sending scanned interlibrary loans as MIME email attachments. When this became impossible because of firewall problems, my new interlibrary loan technician went out on the Internet and found a solution. He discovered the DocMorph website (<http://docmorph.nlm.nih.gov/docmorph/default.htm>) sponsored by the National Library of Medicine. The DocMorph software can be used to change Ariel tiff files into pdf files. The pdf files are then sent as email attachments and read with Acrobat Reader. This has been a solution that works well because many students already have Acrobat Reader or can readily load it on their computer.

The DocMorph Server is an experimental prototype web server for processing library information through the World Wide Web. It is designed and operated by the Communications Engineering Branch, part of the National Library of Medicine's Lister Hill National Center for Biomedical Communications. Besides converting tiff files to pdf files, it will split multipage tiff files into separate pages, use optical character recognition (OCR) to convert your images to text, and will also convert images or text to synthesized speech. NLM has an ongoing R&D program in document imaging on the DocMorph server that includes all aspects of electronic document conversion, document transmission and document usage.

Another exciting technology that I became aware of while attending a recent meeting was announced by Lee Jones, President of the Linda Hall Library in Kansas City. Norsam Technologies (<http://www.norsam.com/>) uses focused ion beam technologies to provide analog storage of information and images on nickel plates that last for thousands of years.

Depending upon how many pages are stored on the Rosetta, users may employ viewers as simple as optical microscopes to read and retrieve the etched information. For the most detailed retrieval, Norsam's coordinate transfer program works with an electron microscope and a PC. It can locate any page on a plate, simply by mapping its coordinates on an (x,y) axis. This means that a user may type in a target page number and the software will locate it, magnify it and display it on the screen for optical viewing and optional printing.

Hold on to your hats--the next 20 years are going to be fun!

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Larry Onsager, ASDAL's first President, is Monograph Collection Development Librarian and Head of the Patron Services Department at Andrews University, Berrien Springs, Michigan ([lonsager@andrews.edu](mailto:lonsager@andrews.edu)). He was Library Director at Kirksville College of Osteopathic Medicine when he wrote this letter.

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## HIGHLIGHTED MINUTES OF THE 21<sup>ST</sup> ASDAL CONFERENCE

### “Bridging the Past and the Future: Engaging Our Past, Examining Our Present, Embracing Our Future”

**June 20-24, 2001  
Pacific Union College**

*By Violet Maynard-Reid*

**Wednesday, June 20**

#### *Morning Session*

Welcome to the 2001 ASDAL Conference: Adu Worku, Library Director, Pacific Union College; John Collins VP of Finance, PUC; Gilbert Abella, President of ASDAL

Keynote Address: “Libraries and the Future of SDA Education,” Ella Simmons, Provost and VP for Academic Administration, La Sierra University

Presentation: “Infomine: A Virtual Library for Today and Tomorrow,” David Rios, University of California, Riverside

Presentation: “History of the SDA Periodical Index,” Keith Clouten, Andrews University, and Marilyn Crane, Loma Linda University

Presentation: “E. Irving Mohr: A Reluctant Pioneer Librarian in Argentina,” Fredy Rivoir, Associate Director, River Plate University, Argentina

#### *Afternoon Session*

Presentation: “ASDAL in Action: The Past Twenty Years,” Lauren Matacio and Cynthia Helms, Andrews University

Presentation: “Everyone’s Job is Institutional Advancement: How Librarians can be Partners in

Fund-raising,” Maynard Lowry, La Sierra University

#### Business Session I

Steve Sowder was appointed parliamentarian.

VOTED: Secretary’s report

VOTED: Editor’s report

2001 Ballot Results: Presented by Gilbert Abella  
President-elect: Cynthia Mae Helms (2001-2002)  
Constitution & Bylaws Committee: Steve Sowder (2001-2004)

Scholarship & Awards Committee: Sandra Browning (2001-2004)

SDA Classification Advisory Committee: Jonquil Hole (2001-2004)

Site Planning Committee: Ralph Kohler (2001-2004)

Statistics Committee: Josip Mocnik (2001-2004)

Membership Coordinator: Genevieve Stein, elected by the Executive Committee

VOTED: Members for the Nominating Committee - Keith Clouten, Don Essex, Chloe Foutz, Joel Lutz, Petre Cimpeau

VOTED: Members for the Resolutions Committee - Bruce McClay, Stan Cottrell, Patricia Beaman

Reports:

\*D.Glenn Hilts Scholarship - Gilbert Abella reported on how much had been raised.

\*Adventist Resources Working Committee - Jim Ford gave a report on the session held on June 19, and the resurrection of the periodical *Adventist Heritage*.

\*ALICE Council - Carolyn Gaskell reported on the improved ALICE web page, and the creation of the ALICE bylaws.

\*SDA Periodical Index Publication Board - Keith Clouten reported on the return to Innovative as the search engine to run the index.

**Thursday, June 21**

Tour to San Francisco

**Friday, June 22**

#### *Morning Session*

Devotional: Greg Schneider

Reports:

\*System Librarians - Joel Lutz reported that Systems departments are still evolving.

\*Public Services - Cynthia Helms reported on what SDA libraries are doing about Information Literacy.

\*Technical Services - Warren Johns reported on the difficulty of cataloging various types of electronic materials.

\*Library Directors - Carolyn Gaskell reported on mentoring future leaders.

Presentation: "A Time for Something New: One Library's Experience in Consortia Involvement," Joyce Van Scheik, Canadian University College

Presentation: "McKee Library's Web Site Development," Marge Seifert and Patricia Beaman, Southern Adventist University

Presentation: "Periodicals--In a Sea of Change, Do You Sink or Swim?" Marilyn Gane, Andrews University

#### *Afternoon Session*

Presentation: "E-Books," Stephanie Carter, Centralia College

#### Business Session II

Chloe Foutz read letters from former ASDAL librarians.

VOTED: Treasurer's Report

Reports:

\*SDA Classification Advisory Committee - Stan Cottrell reported on the updating of the schedules, and the plan to have them posted on the ASDAL web page.

\*Site Planning - Lorraine Grace reported on the location of ASDAL conferences for the next 10 years.

\*Constitution & Bylaws Committee - Chloe Foutz reported that all changes made will be updated on the web version.

#### **Sabbath, June 23**

Adventist Heritage Tour

#### **Sunday, June 24**

Devotional: Nancy Lecourt

Presentation: "Bridging the Great Divide: Library Support for Distance Learners," Panel - Marilyn Gane, Carolyn Gaskell, Per Lisle, and Peg Bennett

#### Business Session III

Report:

\*Resolutions Committee

VOTED: Ad hoc committee to explore next levels of cooperation in ASDAL

Closing Ceremony: Chloe Foutz gave humorous anecdotes of past ASDAL conferences.

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## **REFLECTIONS ON A LIBRARY FAIR**

*By Sabrina Riley*

A library fair sounded like such a simple idea when I first read about it (D'Almeida, 2001). Part way through the afternoon of the fair held on August 29, 2001, when someone started a comment to me with the words "Next year ...," I wasn't so sure I wanted to hear about it. In retrospect however, the James White Library Fair was an exciting and positive way to interact with our campus at the beginning of the school year.

A library fair is really an activity and prize-laden open house. We hosted more than 300 members of the Andrews University community and gave away over \$900 in prizes and coupons donated by local businesses. Attendees enjoyed ice cream, lemonade, and homemade sweet breads, bluegrass concerts in the Library lobby, and many games and tours which introduced them to every department of the Library. Our catalogers even conducted behind-the-scenes tours in the Bibliographic Services department so that students could see how books are added to our collection.

While some activities were "educational," others were just plain fun. Library staff were invited to enter their artistic works in a staff arts and craft exhibit which students could then judge. First place, second place, and honorable mention ribbons were awarded for Most Natural, Most Nostalgic, Most Spiritual, Most Colorful, Most Artistic, Most Unique, and People's Choice.

Here are the steps we took to organize the event:

1. Submitted a proposal to the Library Director which then went to the Administrative Committee where we gained approval, were given a date for the event, and a planning committee was appointed (this was in June).
2. The planning committee met on a weekly basis (beginning in July) to solicit prizes, plan main lobby activities, refreshments, publicity, decorations, and encourage each department to participate.

3. Weekly email updates were sent to all the staff to keep them motivated.
4. Plans were made so that nearly all of the setup and cleanup could be done on the date of the fair. We started setup first thing in the morning. The fair was held from noon to 7:00 p.m. and then we cleaned up.

What would we do differently next time?

1. Hold the fair on a Sunday afternoon instead of a weekday.
2. Begin planning six months in advance (instead of six weeks). It takes more time than you might think to collect prizes and motivate library departments to participate.
3. Keep activities short. Students should be able to visit all departments and fully participate in an hour or less.
4. Have setup and cleanup crews in place ahead of time.

#### Reference

D'Almeida, Diane. "Reaching Out to Students: Planning a Library Fair." *College & Research Libraries News* 62 (May 2001):504-505.

*Sabrina recommends that you don't attempt to coordinate a library fair if you are simultaneously involved in planning one or more weddings. If you'd like to learn more about the James White Library Fair, send her an email.*

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*Sabrina Riley is Instruction Librarian at Andrews University, Berrien Springs, Michigan ([pusevsa@andrews.edu](mailto:pusevsa@andrews.edu)).*

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## LIBRARY INSTRUCTION: THE STUFF & THE WAY

*By Bruce McClay*

As a teacher entering library school in 1994, I was interested in the instructional aspects of library service. To my surprise, I discovered that the university did not offer a single class in Bibliographic Instruction (that was the norm then, and I suspect it still is). An occasional passing reference to library instruction was made, but not one objective or test question addressed the skills of good bibliographic instruction. In each of my three practicums (large university library, small college library, and high school library), I observed bibliographic instruction. Each library had a different way of teaching library skills to students. In my first job as Instructional Services/Reference Librarian at the University of Texas Pan American (UTPA), I observed the other instructional librarians for over a month before beginning to teach my first

library/research class to English 1302 students.

In 1997 I became the Instructional Services Librarian for the University Library. My responsibilities included promoting library instruction on the campus and in the community, coordinating a team of five instructional librarians and two assistants, observing the instructional librarians "in action," scheduling classes, and teaching library/research skills to undergraduate and graduate classes. Through this training (or lack thereof), observation, and experience, I have developed a strong opinion of what constitutes quality bibliographic instruction. This is my "take" on what makes good library instruction.

This article is divided into two parts. The Stuff, the first part, focuses on information, interest, and organization--the "What" of library instruction. The Way, the second part, focuses on the delivery of the information--the "How" of library instruction.

### The Stuff

#### *Information*

A crucial step in formulating any library instruction is to determine what the students *really* need to know. The instructor should be able to outline in several brief statements the crucial information. The challenge lies in cutting the fat away from the bone. Instructional sessions are sometimes cluttered with so much we feel we need to cover, that the truly important gets lost in a sea of information.

I once observed a library session for a graduate class in education. The librarian attempted to introduce every index, database, and resource related to education--too much, too fast. Within a few minutes the students were lost and frustrated. Two students gave up the effort to keep up and about halfway through the class they also gave up the effort to stay awake. A better strategy would have been to introduce one or two prime education resources, allow the students time to experiment with them, then briefly point out other options and where help was available.

At UTPA the instruction team handled everything from elementary school tour groups to graduate education classes. What was important varied with each group. The crucial element in teaching Education 6300 was an introduction to ERIC. Providing an introduction to the library, the online catalog, and educational resources on the Web were important, but the focus was on ERIC. On the other hand, local school groups really didn't need to know much about databases. The most important element for them was to obtain a positive impression of the library, and we bent our instruction to achieve that goal.

Every time you design a class or plan a tour, ask, "What is most important? What do the students *really need to know*?" If you can't answer these questions in a few simple statements, don't teach the class. Resist the urge to cram too much into a session. "Simple and friendly" is better than "packed and tense."

### *Interest*

After determining what is most important, ask, "What will interest the students? What will capture their attention?" Local school groups were usually fascinated by our movable shelves and the articles on the Titanic from the 1912 New York Times. They thought these were "cool" and "cool" does have cash value with youth. Try to find something "cool" in your library.

Once I gave a library tour to students who were part of a program introducing youth from poverty areas in Mexico to the university. Many had never been in an elevator or in a building taller than one story, so I made a mid-tour adjustment. We rode the elevators several times and spent some time gazing out the windows on the fourth floor--not my usual focus on library tours, but their reaction made it evident that it was worth taking a different tack. For some groups like a local school tour, "interest" may be the prime factor; while for others such as a graduate class, "information" should be the prime factor. Find something interesting in your library for every class--something that will pique the interest of whatever group you are facing. It's there!

Several English 1302 classes at the university used unsolved crimes as topics for their research papers. Using the famous Borden murders to introduce a library session, I sang the ditty, "Lizzie Borden took an ax, and gave her papa 40 whacks. When the job was nicely done, she gave her mamma 41." Then we searched for information on the crime. Finding copies of the 1892 police reports on the investigation along with pictures of the crime scene, transcripts of the trial, and information on the Lizzie Borden Bed & Breakfast (one could sleep in the house Andrew and Abby were chopped up in), usually sparked student interest.

### *Organization*

Once you know what is important and what will capture interest, then you must organize. A plan of attack is a necessity. Write clear objectives for every class or tour and an outline clarifying how those objectives will be reached. These will, of course, vary with the age, interest, and information needs of the group. When teaching a graduate education class, I shared the objectives and outline with the students. When asked to evaluate the session, the students had a standard for measurement.

At UTPA, a plan of attack was especially important when we gave a tour to a group of 50 or more students. Arrangements were made to split the larger group into small groups of 10-12 students each. An instructional librarian was assigned to each group, and a movement plan was implemented so the groups flowed easily through the library. Each library department was notified in advance. Some, such as Special Collections and Periodicals, were asked to highlight something of interest in their areas. During the Titanic craze, the Periodical Department displayed articles from the 1912 disaster.

A vital part of organization is communicating and coordinating with the faculty member or group leader. Know what the focus of the class is, what the students will be researching, and how you can best serve their needs. Ask the teacher. Organizing around faculty and student needs will usually hit "information" and "interest." Plan together a meaningful and relevant library session.

### **The Way**

#### *Variety*

Variety is the spice of any teaching-learning situation. Without it, a class will be bland. Variety comes in different forms. Varying the speed of the presentation, volume and tone of the speaking voice, and style of the presentation; incorporating different instruction methods, involving others in the learning process, and injecting humor--all contribute to an interesting learning experience. Be willing to experiment. The multitude of fairly inexpensive equipment available today makes it easy to shift in mid-presentation from lecture to PowerPoint to video clip to online demonstration to a snatch from a CD music score to student interaction. Try something new and invite student and faculty input. A good instructor constantly seeks ways to involve and interest students.

Humor early in a presentation can put students at ease. Also, for some strange reason, students often view librarians as rather unworldly, humorless creatures. Appropriate humor can both relax the class and crack that librarian image. At times I opened a presentation with a cartoon displayed on PowerPoint showing Sally Brown coming home from school saying, "We have to write a whole page on Ulysses Grant. How can I write a whole page on Ulysses Grant?" Her brother, Charlie, replies, "Well, you can write big or do some hard research." After a moments reflection, Sally responds, "I'll write Big!" I then introduced the presentation with, "Assuming that your teacher will not accept big writing as an alternative for hard research, you might be forced into coming to the library to look up some stuff. We want your experience here to be as friendly and profitable as possible."

When discussing what to do when things go wrong, I suggest these popular choices, each illustrated: panic, smash the computer, consult the supernatural; and then move on to other choices: check spelling, try different search terms, try a different index, ask a librarian. When talking about reference service, I have discovered that relating an actual humorous reference encounter can be great for illustrating both good and bad question techniques.

Warning, don't change too much too fast, or the students will wonder where they have been when you finally get to the end of your instructional journey.

### *Involvement*

Get students involved in the library session. This can be accomplished through asking questions, waiting for an answer (this can be hard--the temptation is to give the answer and move on), involving students in the search demonstrations, and giving the students time for their own searches.

Asking a question early in a presentation sets a friendly atmosphere for student involvement. After an appropriate opening cartoon and a quick look at the session objective, I usually ask students to name the main library resources. The question is asked to get them involved, but it also introduces the next topic in the presentation. The remainder of the presentation is then flavored with occasional questions to elicit student response.

Instead of demonstrating the online catalog yourself, ask a student to do a search on a topic of interest while you walk him/her through it. Instead of searching for a database article of your choice, ask students for a suggested topic, or have a student do a search on his/ her topic while you guide. There is a risk in this. What if a student suggests a topic that you can't find information on? This provides the opportunity to point out another aspect of good searching--flexibility, the willingness to adjust the focus if needed. Also, allow time for personal searching. After demonstrating the catalog or a database, give the students time to search for books or articles on their individual topics. They will leave with articles in hand. They like this and we are all winners.

There are times when it is difficult to involve students. When a faculty member asks for an introduction to the library, the online catalog, databases, web sites, and research techniques in a 40-minute session, the presenter is pushed into a lecture mode. This minimizes student involvement, interest, and learning. I have found that when most faculty understand the choices, they will opt for a more meaningful session. This could mean stretching the library session over several days, having a longer session time, or narrowing the focus. Most do want the most effective learning for their students.

Cultivate faculty-librarian cooperation. This can take time. Each English teacher at UTPA requested two or three library sessions for their basic English classes. These sessions were scheduled to fit with the introduction of the research process and the beginning of the students' research. Students came to the library session with a research topic and left with one or two articles. Cultivating this working relationship with the English faculty took several years, but it was worth the effort.

### *Enthusiasm*

I have left this, the shortest but most important part, for the end. If you are excited about the library, its resources, and helping students; and demonstrate that excitement in your presentation, students will catch the excitement. Spirit is contagious. Sing and dance if you can--have a little fun with your library presentation, and the students will learn and return. One comment I received on an evaluation said, "I thought this was going to be boring, but this library rocks." That young man will most likely be back. Hopefully he will receive "rocking" good service at the reference desk also.

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## **AM I MY BROTHER/SISTER'S BUILDER?**

*By Wolfhard Touchard*

For the past three years James White Library personnel have been going off campus for a full-day retreat before the school year begins. This has been highly beneficial.

The planning committee, of which I was a member, chose the Cook Nuclear Plant this year. It was a perfect setting--a room large enough to seat 30 of us in small groups at round tables with a beautiful view of Lake Michigan--and it was free of charge.

The retreat was divided into two sections: (1) Bible study on 1Corinthians 3:9-17 with the theme "Am I My Brother/Sister's Builder?" and (2) Myers-Briggs personality type test.

### **Bible Study**

I invited five fellow "bricklayers" who had conducted prayer conferences with me in the past to facilitate. Among them were: Pastor Joe Engelkemier, author of many books on prayer and teacher of a prayer workshop here at Andrews

University; Jill Taylor, architecture student who is good at analyzing the Scriptures; Nougen Grant, architecture student with the talent of prayer (he suggested the Bible text and theme); Stephanie Wines, elementary education major with a contagious enthusiasm; and Tehani Burnett, graduate student in social work, pilot and born leader. This group was ideal.

Our goals were: (1) to support one another more, (2) to call upon our Heavenly Father to fulfill His purpose in our lives, (3) to encourage those who do not attend prayer meetings to start attending them, and (4) to pray for the Latter Rain and a revival upon our campus.

During our discussions, some interesting questions were raised: How important is context in this study? How does this passage fit in with the motto in the Student Center, "AU Needs You?" Is it my option to build or not build the other person, my neighbor? What do the foundation, the field, and the building represent? Are there any similarities between building a structure and building people? Does it matter what I build with?

To build or not to build the other person is not an option because our neighbor is the temple of the Holy Spirit. One of the building materials is gold, which represents the purification of our affections.

### Myers-Briggs Test

Then came the personality inventory developed by Myers and Briggs. The purpose of this test was two-fold: (1) to find out who we really are personally, and (2) to find out how we can work more successfully together.

This personality inventory revealed that we are a very diverse workforce. Our staff included:

- 5 extroverts who "focus on the outer world of people and things" compared to 21 introverts who "tend to focus on the inner world of ideas and impressions;"
- 12 who prefer to "focus on the present and on concrete information" compared to 14 who "focus on the future with a view toward patterns and possibilities;"
- 8 who "base their decisions primarily on logic and objective analysis of cause and effect" compared to 18 that "base their decisions primarily on values and on subjective evaluation of person-centered concerns;" and
- 22 who "like a planned and organized approach to life and prefer to have things settled" compared to 4 who "like a flexible and spontaneous approach to life and prefer to keep their options open."

That's us--wonderfully created individuals with

different personalities. It takes *all* of these personalities to accomplish the tasks assigned to us!

After the different personality types were explained, staff members were given time to share results with co-workers and discuss how their personality type impacts interactions with each other. Thus ended a meaningful and worthwhile retreat.

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*Wolfhard Touchard is Reference and Database Librarian at Andrews University, Berrien Springs, Michigan ([touchard@andrews.edu](mailto:touchard@andrews.edu)).*

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## REVIEWS

Armstrong, Lance with Sally Jenkins. *It's Not About the Bike: My Journey Back to Life*. New York: G.P. Putnam's Sons, 2000. 275 p.

Nielsen, Jerri with Maryanne Vollers. *Ice Bound: A Doctor's Incredible Battle for Survival at the South Pole*. New York: Hyperion, 2001. 362 p.

Cancer, that dreaded six-letter killer, is the main character in Lance Armstrong and Jerri Nielsen's survival thrillers. Both works are inspiring in their portrayals of courageous individuals waging a tremendous physical and psychological battle.

Armstrong, a world-class cyclist, was diagnosed with testicular cancer at 25 years of age. He had already won the world championships in Oslo as a 21-year-old, was ranked as one of the world's top five cyclists and was preparing for the 1996 Olympic Games in Atlanta when he heard the words, "You have cancer." Those three words changed his life forever. He compared the initial shock to "being run off the road by a truck. ... One minute you're pedaling along a highway, and the next minute, boom, you're face-down in the dirt" (p.2).

After several surgeries (the cancer had metastasized to his lungs and brain) came rounds of chemotherapy and eventually the magic words that his blood counts were normal. Then commenced the challenge of recovery with its uphill battle to restore the physical, mental, and emotional strength necessary to compete again in professional cycling. Armstrong described the experience as becoming a new person, with a new body, mind, and heart.

In addition to being a stirring account of one person's refusal to give up despite the odds, this book details the medical processes endured and explains the intricacies of professional cycling on the European circuit. It also offers a tribute to Armstrong's support group of family and friends--especially to his mother, a tough single parent who gave him the advice as a

young boy, “Son, you never quit,” (p.27), his new wife, Kik, and the medical team at the Indiana University medical center in Indianapolis.

Coauthor Sally Jenkins has done an excellent job of presenting the athlete’s strength and vitality through the writing style. His story is told with frankness and courage and doesn’t gloss over the bad times. Jenkins is an experienced sports reporter who has coauthored three other books and written articles for *Sports Illustrated* and several other publications.

*Ice Bound: A Doctor’s Incredible Battle for Survival at the South Pole* presents another look at cancer survival. This is the account of Jerri Nielsen’s discovery of her own breast lump while serving as the only physician “wintering” at the United States research station at the South Pole, and subsequent self-treatment. It is also the story of the South Pole itself, its awesome beauty and treacherous cold, and the “Polies,” scientists and support staff who work and live in this frigid world.

Nielsen, a Cleveland emergency room physician, answered an advertisement for a doctor at the South Pole placed by the Antarctic Support Associates (ASA) of Denver. Painful divorce and custody struggles, discouragement with hospital politics, and the woes of commercial medicine made an Antarctic adventure sound irresistibly appealing.

The first half of the book describes adjustments to life at the research station such as living in small, crowded buildings under the unheated geodesic dome, sharing coed bathrooms, rationing water with only two two-minute showers and one load of laundry allowed per week, adapting to extremely cold temperatures (thirty-five degrees below zero during summer with its endless light, and one hundred below in winter with its endless darkness), and practicing medicine under primitive conditions.

Shortly after the station closed for the winter (no aircraft were allowed to land between February and November due to the extreme cold and stormy conditions), Nielsen discovered a mass in her right breast. For two months she told no one, hoping it would go away. Despite this potentially serious situation, she emailed her parents in April telling them, “This is a perfect society here as you get back what you give. You are judged by your soul, not how thin or cool you are. ... I love it here so much that I don’t ever want to leave” (p.170).

Three months after discovery of the lump, Nielsen emailed the Denver consulting physician in charge of the Antarctic medical stations, who began working on the problem with ASA and the National Science Foundation. The mass was growing and lymph nodes had become involved. There was no way surgery could be done at the Pole. Neither facilities nor personnel were available. She couldn’t leave until

winter was over the following November.

Many emails later, it was decided that the Air Force would drop fresh fruit and vegetables, medications and special equipment so that chemotherapy could be administered there. During chemo sessions Pole personnel were in contact with an oncologist from Indiana University (IU) medical center by email and video-conference. Nielsen’s family supported her with almost daily email encouragements.

Here the two books connect. Nielsen’s email doctor, Kathy Miller, was an oncology fellow when Armstrong was treated. Miller used Armstrong’s experience to encourage Nielsen. “He [Armstrong] came to IU demoralized and beaten, having watched his whole life change in an instant. ... I witnessed an amazing change in the time between [chemo] cycles. He came back calm and resolved—still frightened but no longer a beaten, hopeless man. He could only explain the change as a conscious decision not to focus on death but to speak of life. I have been honored to witness that transition many times—I still don’t have a clue how it comes about or how to point you the way. It is a very personal journey that only you control” (p. 271-272).

Both Armstrong and Nielsen discovered new depths of inner strength and the importance of a strong support group. Their stories are encouraging and inspiring to cancer victims and their families, and anyone seeking a deeper understanding of human courage. Both were changed totally by their confrontation with death. Armstrong concluded, “The truth is that cancer was the best thing that ever happened to me. I don’t know why I got the illness, but it did wonders for me, and I wouldn’t want to walk away from it. Why would I want to change, even for a day, the most important and shaping event in my life” (p. 4).

By Lauren Matacio, Head, Department of Bibliographic Services at Andrews University, Berrien Springs, Michigan ([matacio@andrews.edu](mailto:matacio@andrews.edu)).

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### Membership Renewal

If you haven’t renewed your ASDAL membership yet this year, send it today to Lee Wisel, ASDAL, Columbia Union College Library, 7600 Flower Ave., Takoma Park, MD 20912.

## PRESERVATION CORNER

### Library RAP! Part II

By Randy Butler

**Library Recovery Action Plan.** In my last column I introduced the topic of library/archive disaster planning. I outlined the basic components of a plan and described some of the strategies and activities involved. There are, as I indicated, excellent templates available and many institutions are willing to share their own plans for usually only a minor mailing cost.

One way of finding what is available in your area is to just simply ask the nearest archive, special collections library, or university library near you. A call to the office of the director or deputy director of said institutions can determine whether they have a plan or not and if they are willing to provide you with a copy (in such cases it is common for the personnel names and numbers to be removed--a liability issue). The level of detail will vary from plan to plan, but you will have the opportunity of drawing from experience and crafting a document that will best meet your needs.

In addition to various plans and templates in circulation, there are some excellent books and booklets available. During the 1980s and early 1990s a large number of items, including numerous articles, were published on the topic of disaster preparedness and response. The memory of the great Los Angeles Public Library fires and Hurricane Hugo were still fresh in the memory of many authors. In recent years that memory has faded and the sense of urgency has diminished somewhat in the face of complacency. However, the timelessness of some of the following reading materials remains. Most of these titles are now out of print, but obtaining a copy may still be possible and is well worth the effort. In some cases the list of sources of assistance and the bibliographies may well be as valuable, or more so, than the body of the text.

Without question, the very best of the first works on salvage and recovery was written by Peter Waters in 1975. Waters was the Restoration Officer at the Library of Congress and wrote with extensive expertise. His slim volume of 30 pages entitled *Procedures for the Salvage of Water Damaged Library Materials* was really the product of his work with damaged manuscripts from the Florence, Italy, flood of 1966. His descriptive details on cleaning, drying of paper materials (following their freezing until action could be taken), and summary of emergency procedures are classics. His book is out of print (originally printed by the Superintendent of Documents, U.S. Government; ISBN 0-8444-0282-6). However, he has made numerous

public disclaimers to copyright and encourages copying by anyone interested.

Another early but much more thorough work, *An Ounce of Prevention: A Handbook on Disaster Contingency Planning*, 1985, was written by two Canadian conservators, John P. Barton and Johanna G. Wellheiser. Although no longer in print (ISBN: 0-9692041-0-8), this single volume has long been considered the disaster planner's "bible." It was one of the first books to outline fire suppression systems, security issues, risk management issues, reaction strategies to a wide mix of disaster types, and recovery techniques for paper and photographic materials. It was also one of the first books to explain the various drying techniques available, including vacuum freeze-drying. Every effort should be made to find a copy of this still timely volume.

*Salvage of Water Damaged Books, Documents, Micrographic and Magnetic Media* by Eric G. Lundquist is another primary source for study (no ISBN, published privately). Lundquist is the founder and owner of Document Reprocessors of San Francisco. Written in 1986, his small volume is an excellent treatise on the treatment of paper and micrographic materials damaged by water. He was a pioneer of the vacuum freeze-drying technique that is still the leading treatment process for drying wet materials. His description of how to pack wet books in boxes is still the standard today. Although out of print, the author has also publicly given permission to copy this work.

There are many more excellent publications, but I would like to finish with at least four more titles. *Disaster Recovery: Salvaging Photograph Collections*, a booklet/pamphlet by the Conservation Center for Art and Historic Artifacts, is a must for any one who wishes to include photographic recovery in their plan. Published at least as late as 1999 for \$3.50 by the Conservation Center for Art and Historic Artifacts, 264 South 23rd St., Philadelphia, PA 19103, this booklet is simply the best short preparedness and recovery summary for photographic and unique image materials available.

Two other books have recently gone out of print, much to my dismay: *Disaster Response and Planning for Libraries* (ISBN:0-8389-0716-4, 1998) published by the American Library Association, authored by Miriam B. Kahn; and *Disaster Planning and Recovery: A How-To-Do-It Manual for Librarians and Archivists* (ISBN:1-55570-059-4, 1992) published by Neal-Schuman Publishers and written by a conservation specialist, Judith Fortson. Both volumes contain resource/assistance lists that are basically up-to-date. They also have very helpful worksheets, forms, and checklists. In addition, Fortson's vendor list is superb. Kahn's book provides a better, perhaps more readable, overview of prevention, response, and recovery from a theoretical

standpoint. However, it lacks depth in each area, and especially in response techniques and strategies--the problem is brevity over omission. Fortson's book was long awaited and well received; critics gave it rave reviews. It is what it is called a manual. Its coverage of materials is a bit broader since it was written by an archivist but it does not stint on all library/special collections materials. It is the contemporary classic and an essential reference source.

I would like to mention one other title. *Disaster Planning and Recovery: A Guide for Facility Professionals* (ISBN: 0-471-14205-0, 1997) by Alan M. Levitt is a management perspective on all types of facilities. Its greatest strength is in outlining the planning process and performance measurements. The book covers risk management in depth and also assessment (vulnerability analysis and rectification). It is not specific to libraries or archives but does have good advice on overall management issues.

There you have it, my pick of the best materials written on disaster planning, response, and recovery. Can I provide copies of Waters, Barton, and Lundquist? Yes, at 10 cents a page. Barton is 192 pages, Waters is 30 pages, and Lundquist is 103. You might want to see if you can find a copy out there on the Web first--good luck.

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Randy Butler is University Librarian at Southwestern Adventist University, Keene, Texas. For preservation questions, call 817-556-4732 or email ([butlerr@swau.edu](mailto:butlerr@swau.edu)).

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## ADVENTIST RESOURCES COLUMN

By Marilyn Crane

Dudley, Charles Edward. *Thou who hast brought us thus far on our way II: the development of the Seventh-day Adventist denomination among African-Americans*. Nashville: Dudley Publications, 2000. 353 p. ISBN: 0967011X. \$25.00. This is the third volume in a projected series of four which tells of the contributions made by African American members to the Seventh-day Adventist church. Regional conferences are covered in this volume. (Contact publisher at 1604 Whites Creek Pike, Nashville, TN 37207-4948.)

Edwards, Calvin W. and Gary Land. *Seeker after light: A. F. Ballenger, Adventism, and American Christianity*. Berrien Springs, Mich.: Andrews University Press, 2000. 222 p. ISBN:

1883925304. \$17.00. A look at Albion Fox Ballenger, a popular Seventh-day Adventist preacher at the turn of the 20<sup>th</sup> century, and the outcome of his questioning the heavenly sanctuary doctrine. This episode in our church history is placed within the context of religious history in the United States.

Guy, Fritz. *Thinking theologically: Adventist Christianity and the interpretation of faith*. Berrien Springs, Mich.: Andrews University Press, 1999. 271 p. ISBN: 1883925274. \$25.00. "Religious commitment is a motivation, not a substitute, for careful thinking" states Guy in his "long-awaited perspective on how North American Adventists ought to go about the business of 'doing theology'."

Maynard-Reid, Pedrito U. *Diverse worship: African-American, Caribbean & Hispanic perspectives*. Downers Grove, Ill.: InterVarsity Press, 2000. 259 p. ISBN: 0830815791. \$16.00. The author "explores the multiethnic dimensions of worship by looking at three specific cultural contexts for worship."

*Passport to mission*. Edited by Erich W. Baumgartner. Berrien Springs, Mich.: Institute of World Mission, Andrews University, 1999. 166 p. ISBN: 096711280X. \$15.00. A manual for those planning to do mission service, especially volunteers and short-term missionaries.

Vick, Edward W. H. *The Adventists' dilemma*. Nottingham [England]: Evening Publications, 2001. 163 p. ISBN: 0954018702. \$11.00. An exploration of using the word "soon" when referring to the Second Advent. (Contact publisher at 41 Haileybury Road, West Bridgford, Nottingham. NG2 7BE.)

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Marilyn Crane is Special Collections Cataloger at Loma Linda University, Loma Linda, California. ([mcrane@dwebb.llu.edu](mailto:mcrane@dwebb.llu.edu)).

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## FROM A DISTANCE . . .

Coordinated by Marilyn Gane

This year this column will address the needs and issues which were brought to our attention in the recent ASDAL Distance Learning Survey. We are still accepting completed surveys, so if your library has not returned the survey as yet, please feel free to do so. It's not too late. Copies of the survey can be

found at <http://www.asdal.org/reports/index.html>.  
Click on Distance Learning Survey.

Below is a condensed version of a paper presented at the Adventist Virtual Learning Network's (AVLN) Distance Learning Conference held at La Sierra University in June 2001.

## Library Services for K-12 Distance Learners

By Nancy Kim

Before planning library services for K-12 distance learners, I see four specific needs that must be considered: (1) age of the students; (2) their limited mobility needs; (3) amount of training in library use that could be expected at each age level; and (4) assistance available from library personnel and parents or other adults for services that specify age requirements.

Where can K-12 distance learners go for library services? Students on a school campus probably don't give much thought to having to go somewhere for library services. They can just walk down the hall or across the campus and have their needs met. But distance learners have to be a little more proactive and perhaps even creative in accessing resources to meet their needs.

Here are some solutions that came to my mind as I considered the specific library service and resource needs of K-12 distance learners:

- A specific school - An affiliation, especially between a church school and local Seventh-day Adventist (SDA) distance learners, could be established to provide library resources.
- The local school district - An affiliation could be established with a district instead of an individual school.
- The local public library - Parent signatures will be needed to obtain a library card, but with that card a student would have access to all the services offered by the public library.
- A state library - Any resource at any member library in the state as well as many online databases are made available through a state library.
- A state Department of Education - Since this is not a library, services would not be provided, but lists and/or descriptions of expected skills and maybe even resources certainly would be available.
- A distance learning organization - The organization could do the leg work of establishing the connections listed above and perhaps even issue the library cards.
- Internet databases - Companies could be contacted about purchasing individual access for

those that are not free.

- Web sites - Notable school and state library web sites offer either library services and resources or lists of links to specific library services and resources.

An example of this kind of web site is [www.andrews.edu/~touchard/school-li.html](http://www.andrews.edu/~touchard/school-li.html). This web site was created by Wolfhard Touchard, Database Librarian at Andrews University. It is particularly convenient because links to many resources are available in one place.

It would be tremendously exciting to see Home Study International/Griggs University, the premier organization for SDA distance learners, and librarians at SDA colleges/universities and K-12 schools create a truly comprehensive web site for SDA distance learners with extensive lists of links to not only Internet resources but also print resources and all other library services.

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*Marilyn Gane, Chair of ASDAL's Ad Hoc Committee on Distance Education, is Coordinator of Off-Campus Library Services at Andrews University, Berrien Springs, Michigan ([mgane@andrews.edu](mailto:mgane@andrews.edu)).*

*Nancy Kim, Chair of the School Library Section of ASDAL and member of the Ad Hoc Committee on Distance Education, is Librarian & Instructional Technology Coordinator at Redlands Junior Academy in Redlands, California ([nkim@redlandsja.org](mailto:nkim@redlandsja.org)).*

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### **ASDAL Action Publication Guidelines**

Email text is fine for short items (2 or 3 paragraphs). Otherwise, please submit items via an attachment. Word Perfect is preferred, but Microsoft Word is acceptable. Please single space, use 1 inch margins, Times New Roman 10 pt., double space between paragraphs, and 1 space after end of sentence punctuation. Short paragraphs are best because of the column format. Keep bolding, italics, underlining, and tabbing to an absolute minimum. Submit to: [matacio@andrews.edu](mailto:matacio@andrews.edu).

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## BYTES AND BITS

### Andrews University

James White Library is gearing up to provide electronic access to a large segment of Reserve Materials. This should prove to be a popular service, since it will not only give campus-wide access to the reserve materials, but students at a distance will also have access. The system being used to provide this e-reserve service is Docutek's ERes software, mounted on a special server.

A much needed renovation of the Music Materials Center in Hamel Hall was completed this summer. The branch library now has a more attractive layout, better use of natural lighting, and an office for the director, Linda Mack. The Center is open to all students, faculty, and staff.

Joining the library faculty this year as Coordinator of Monograph Collection Development and Head of the Department of Patron Services is Larry Onsager. Onsager comes from Missouri, where he was Library Director of Kirksville College of Osteopathic Medicine.

When Jess Oliver retired last fall, Josip Mocnik took her place as director of the Mary Jane Mitchell Multimedia Center. This past summer Mocnik resigned to accept a scholarship for doctoral study in political science at Bowling Green University. Josip Horonic, former Building Manager, now manages the Multimedia Center as part of a new Department of Systems and Multimedia headed by Steve Sowder.

*Keith Clouten ([clouten@andrews.edu](mailto:clouten@andrews.edu))*

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### Canadian University College

During the first two months of the summer break we moved the complete collection. We had anticipated that it would take most of the summer but we were able to hire an extra student who made the move his first priority.

Moving the periodicals and curriculum section earlier had been relatively simple because the move was all on the basement level. Moving the entire collection involved a flight of stairs. Our ingenious student worker rigged up a slide down the back stairs which greatly speeded up the process. We were able to get the new signage up in time for the main summer school sessions.

For the past year and a half, Carol Nicks has chaired a committee of the NEOS Library Consortium working on a document outlining the process to start using the acquisitions module of the DRA system.

On October 11, the final draft of the Acquisitions Implementation Guidelines was passed. NEOS is a consortium of 19 libraries located in central and northern Alberta.

*Carol Nicks ([cnicks@cauc.ca](mailto:cnicks@cauc.ca))*

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### Oakwood College

Ruth M. Swan, formerly Associate Library Director at Oakwood College, has accepted the position of Associate Director for Library Administration of the University Libraries at Florida A & M University (FAMU) in Tallahassee as of September 4, 2001. The FAMU library system consists of five libraries, serving the various schools of the university.

Swan began her work at Oakwood College in 1979 as Media Librarian, and in 1999 became Associate Library Director. During this time, many improvements were made to library services. The media collection was significantly strengthened, a cutting edge smart room (wired to support instructional technology) was developed, and service contacts soared.

Swan plans to maintain her membership with ASDAL and looks forward to continued work and fellowship with her Adventist colleagues.

*Ruth Swan ([ruth.swan@famu.edu](mailto:ruth.swan@famu.edu))*

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### Southwestern Adventist University

The Southwestern Adventist University (SWAU) library has just received a \$75,000 grant from the State of Texas for library services (plus an additional \$7,500 in matching funds from the institution). The money will be used to purchase up to 24 laptop/notebook computers for use on reserve within the building only. The computers will function in a new wireless environment to be established. A computer workstation will also be added in the Curriculum Library with the capacity to write CD-ROM discs. Finally, printers for each of the public access terminals will be provided and a tabloid size color printer will be purchased to provide large format copies of maps, etc. The library recently purchased the new National Geographic state and state/national park/wilderness area CD-ROM map products.

An ARIEL station was recently inaugurated with a burst of fanfare! The use of the service by students and faculty is encouraged. ARIEL is managed by Sharon Wion, Coordinator for Reference, Periodical and Field Services.

Although Marvin Anderson has resigned as president of SWAU, Randy Butler will leave the library as scheduled on June 30 to assume full-time duties as Director and Professor of History and Criminal Justice. Applicants for the position of Library Director at SWAU are being taken. You may send your resume and three letters of recommendation to Tom Bunch, Academic Vice President, Southwestern Adventist University, Keene, TX 76059.

Randy Butler ([butlerr@swau.edu](mailto:butlerr@swau.edu))

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### Walla Walla College

Carolyn Gaskell, Director of Libraries at Walla Walla College, is a co-compiler of the newly published CLIP Note #30, *Travel, Sabbatical, and Study Leave Policies in College Libraries*. A quick search of *Library Literature* revealed that over the past twenty years only eleven SDA academic librarians published in periodicals covered by the index. Of those, it looks like only two others had materials published in book form.

Carolyn Gaskell ([GaskCa@wwc.edu](mailto:GaskCa@wwc.edu))

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### Position Open - Access Services Librarian

Weis Library at Columbia Union College is seeking an Access Services Librarian to organize, administer, and manage the access services of the library. Access services include circulation, stacks, reserves, interlibrary loans, copyright compliance, oversight of the public access computers, and training and supervision of student staff. The library will be migrating from the CARL system to Endeavor Voyager early next year, and incumbent will be involved in the implementation, training, and utilization of the system. The Access Services Librarian will be expected to participate in provision of reference services.

Required: MLS from an ALA-accredited program; experience in library public services; experience with automated systems; personal computer skills; familiarity with OCLC; and excellent supervisory, interpersonal, and communication skills. Preferred: Academic library experience, experience with CARL or Endeavor, and experience working with a consortium. Salary range: \$35,654 - \$51,685, depending on qualifications and experience. Position open now, but starting time is negotiable. Fax resumes to Margaret von Hake, Library Director, at 301-891-4204 or send to Columbia Union College, Weis Library, 7600 Flower Avenue, Takoma Park, MD 20912. Telephone: 301-891-4219. Email: [mvonhake@cuc.edu](mailto:mvonhake@cuc.edu).

Margaret von Hake ([mvonhake@cuc.edu](mailto:mvonhake@cuc.edu))

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### Position Open - Reference Librarian

The Del E. Webb Memorial Library, Loma Linda University, seeks applications for the position of Reference Librarian, Health Sciences Library from both new and experienced librarians who are interested in working in a progressive and dynamic environment to deliver information to Loma Linda University Adventist Health Sciences Center. The library is a computer intensive, multi-site organization serving faculty, students, and healthcare professionals. Additional information may be found on our web site at <http://www.llu.edu/>.

Responsibilities: The successful candidate will be part of the reference team responsible for information instruction, library web development, reference assistance, liaison duties, and collection development.

Qualifications: ALA-accredited MLS; member, Academy Health Information Professionals and Medical Library Association within two years of employment; experience in a health sciences library preferred; excellent oral and written communication skills; strong commitment to service; ability to function effectively as member of a team; understanding of information technologies and current issues in libraries.

Rank: Commensurate with experience. Salary Range: \$41,845-\$45,564.

Applications will be accepted until the position is filled. Please submit letter of application, resumé, and names of three professional references to: Library Administration Office, Del E. Webb Memorial Library, Loma Linda University, 11072 Anderson Street, Loma Linda, CA 92350-0001. Email: [webblibrary@dwebb.llu.edu](mailto:webblibrary@dwebb.llu.edu). Telephone: 909-558-4581.

Loma Linda University is an equal opportunity, affirmative action employer. Women, minorities, and persons with disabilities are encouraged to apply. The University reserves constitutional and statutory rights as a religious institution and employer to give preference to Seventh-day Adventists.

Carlene Bogle ([cbogle@dwebb.llu.edu](mailto:cbogle@dwebb.llu.edu))

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## *From the editor . . .*

ASDAL *Action* needs you! Your articles, reviews, news, and columns are what keep this publication alive. Please plan now to submit something for the next issue. The deadline is January 15, 2002.

I'm looking forward to hearing from you!

*Lauren Matacio*

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### **ASDAL OFFICERS, 2001-2002**

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ASDAL *Action* is the official publication of the Association of Seventh-day Adventist Librarians. Its purpose is to keep members abreast with the association's activities, collection development projects and activities related to SDA materials, and the progress of SDA libraries throughout the world. It includes book reviews, bibliographies, and articles that keep SDA librarians up to date with the profession.

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